DOCUMENT RESUME

ED 476 266 FL 027 673

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TITLE	Dialogic Construction and Reflective Practice: A Teacher Educator's Action Research Study of Teacher as Learner.
PUB DATE	2002-00-00
NOTE	21p.; Paper presented at the TexFlec Conference (Austin, TX, March 29-30, 2002).
PUB TYPE	Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	*Action Research; Elementary Secondary Education; Higher Education; Journal Writing; *Language Teachers; Preservice Teacher Education; *Reflective Teaching; Teacher Educators

ABSTRACT

This paper reports on an action research study on the use of reflective practice by a teacher educator. It highlights how the teacher educator co-constructed knowledge with a doctoral student within reflective environments, examining teaching practices, and analyzed dialogic perspectives. Using journals as a primary means of reflection allowed the teacher educator to determine her own focus and what she wanted to understand. The primary goal of this study was to investigate the effects of self-reflection on the teacher educator as learner. At issue were recursive versus linear curriculum and elementary versus secondary experiential backgrounds. The secondary goal was to examine the results of teaching the same or similar material in multiple ways and how such variation has an impact on different learners. The results indicated that both teachers (pre- and inservice) and the teacher educator gained. The primary benefit for the teacher educator was a deeper understanding of her own teaching style and ultimately, greater effectiveness as an educator. The teachers rated the course highly, remarking that they felt extremely well prepared to teach in today's foreign/second language classrooms. The original syllabus is appended. (Contains 33 references.) (Author/SM)

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ED 476 266

THIS SECTION OF THE JOURNAL IS DEVOTED TO SUGGESTIONS FOR CLASSROOM PRACTICE AND PROGRAM PLANNING.

DIALOGIC CONSTRUCTION AND REFLECTIVE PRACTICE: A TEACHER EDUCATOR'S ACTION RESEARCH STUDY OF TEACHER AS LEARNER

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An empowered teacher is a reflective decision maker who finds joy in learning and in investigating the teaching/learning process – one who views learning as construction and teaching as a facilitating process to enhance and enrich development (Fosnot, 1989).

In 1987 Donald Schon introduced the concept of reflective practice. Since then many schools, colleges, and departments of education have begun designing teacher education and professional development programs based on this concept. This paper reports on an action research study on the use of reflective practice by a teacher educator. It highlights how the teacher educator co-constructed knowledge with a doctoral student within reflective environments, examining teaching practices, and analyzed dialogic perspectives. Using journals as a primary means of reflection allowed the teacher educator to determine her own focus and what she wanted to understand. The primary goal of this study was to investigate the effects of self-reflection on the teacher educator as learner. At issue were (a) recursive versus linear curriculum, and (b) elementary versus secondary experiential backgrounds. The secondary goal was to examine the results of teaching the same or similar material in multiple ways and how such variation has an impact on different learners. The results indicated that both teachers (pre and in-service) and the teacher educator gained. The primary benefit for the teacher educator was a deeper understanding of her own teaching style and ultimately, greater effectiveness as an educator. The teachers rated the course highly,

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remarking that they felt extremely well prepared to teach in today's foreign/second language classrooms.

INTRODUCTION

Teacher as learner offers insights into teacher education practices. This notion suggests that by adhering to theoretical underpinnings of the construction of knowledge, the exactness of reflectivity can be an important dimension in professional development. Like all learners, teachers need internal frameworks that allow them to exert metacognitive control over reflections concerning the complex interactions of classroom variables (Moss, 1997). As teacher educators, we must recognize that we are not the sole proprietors of or over the process of learning to teach (Johnson, 2002). One of our goals as teacher educators is to work at developing a rich understanding and shared way of knowing and doing. A clear need exists for research-based models of reflective professional development. The goal of professional development should be self-regulated teachers who employ a rich and developed professional language to filter reflections about their thinking, understanding and practice (Moss, 1997). The quality of a teacher's reflections and actions depends on a developmental ability to integrate concrete teaching experiences, models, and strategies of others, and principles of research in teaching into an integrated whole.

Current educational reform movements demand increased student achievement in America's public schools and decry the lack of quality teachers. Underlying these movements is the assumption that the preparation and performance of teachers influence student achievement. It may even be argued that quality teachers produce high quality students. Suggestions for improving teacher quality include the restructuring of teacher education, and the creation of a set of national teacher certification standards and a national certification organization. As teachers and teacher educators, we have first hand knowledge of how a well-prepared teacher can have a positive impact on a child's life forever. Along with other colleges and universities, at George Mason University, we endeavor to develop teachers who are prepared to co-construct knowledge with their students. This paper addresses how one teacher educator engaged in self-

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reflection in order to examine her own practices, construction of knowledge, and dialogic perspectives.

THEORETICAL FRAMEWORK– INCORPORATING REFLECTION INTO PRACTICE

It is argued that the dominant mode of teacher education still focuses on staff development that is formal in nature, unconnected to classroom life, and pays little attention to the metaphor of the teacher as a learner (Darling-Hammond, 1996; Guskey & Huberman, 1995; Hargreaves & Fullan, 1992; Lieberman, 1995). The current literature supports the argument that professional learning should endeavor to understand how meanings are constructed and interpreted by the individual and how metacognition can assist the teacher to develop powerful inner language to guide continuous self-improvement (Darling-Hammond & McLaughlin, 1995; Fenstermacher, 1988; Gallimore, Dalton, & Tharp, 1986; Lieberman, 1995; Manning & Payne, 1993; McKibbin, 1978-1979; Neely, 1986; Payne & Manning, 1988; Ross, 1989; Simmons, Sparks, Starko, Pasch, Coltob, & Grinberg, 1989; Szykula & Hector, 1978; Sparks-Langer & Colton, 1991). Teacher educators must understand how teachers learn to teach and how they carry out their work. Teacher education, in essence, is the formal label we give to our response to this learning process. It describes what we do to develop professional knowledge among teachers, and it defines how we create professionals in our field (Johnson, 2002). While the above literature cites a broad range of research and thought on the topic of reflective practice and teacher as learner, very little has been written about teacher educator as learner. This fact notwithstanding, merits the importance of this study.

Licklider's review of adult learning theory (1997) stated that self-directedness – including self-learning from experience in natural settings – is an important component of adult learning. Therefore, effective teacher professional development should involved more than occasional large group sessions; it should include activities such as study teams and peer coaching in which teachers continuously examine their assumptions and practices (Ferraro, 2000).

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FOREIGN/SECOND LANGUAGE TEACHER EDUCATION

The secondary goal was to examine the results of teaching same/similar material in multiple ways and how that impacts different learners. The results of the mid-semester and end of course evaluations clearly indicate that teachers, pre and in-service enjoyed being taught via a recursive curricula. There were no indications of displeasure from any of them and one noted a particular appreciation for K-W-L chart in which one could go back and focus on what had been learned.

PROFESSOR'S COURSE SELF-EVALUATION

Recent census data suggest that more Americans today are foreign-born than in any previous time in our country's history. In addition, across the nation 20% of school- age children across the nation live in homes where languages other than English are spoken. Not only are we seeing unprecedented numbers of English language learners (ELLs) in our schools, many native English-speaking children are learning a second language in school. At George Mason University we graduate approximately 50 language educators per year, these include both foreign language and English as a Second Language (ESL). One of the seven required courses in the foreign language PK-12 licensure program is "Advanced methods of teaching Foreign/Second Languages in PK-12 Schools" (See Appendix A). This course is designed to equip pre-service and in-service teachers with tools needed to facilitate contextualized and content-based language learning. Further, the course is intended to blend theoretical knowledge and practical application in an interactive format that will give both pre-service and in-service teachers the background information and tools needed to enhance classroom teaching. In the fall of 2000, two instructors co-taught this course. One is associate professor, teacher educator, and former foreign language teacher at secondary levels – grades 7-12. The other is a doctoral candidate in multilingual/multicultural education and a former elementary Spanish immersion teacher. In this course emphasis was placed on the delivery of instruction in a way that maximized the strengths associated with the background experiences, knowledge base, and interests of each instructor. In addition, co-teaching provided the doctoral candidate with a supervised entry into the field of higher education teacher preparation and the support of a collaborative professional development

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relationship. Since this course was previously designed and taught by the professor, the course syllabus was already in place. Therefore, the doctoral student didn't have input in the creation of the syllabus, though she fully shared in the weekly planning for each class session.

The instructors recognized the students as active participants and partners in the construction of knowledge. They valued and built upon the students' prior knowledge. The instructors saw themselves as co-constructors of knowledge and recognized the value of each one's experiential backgrounds. This not only allowed them to design and deliver a course that contained constructivist principles and activities, they were also able to model constructivist teaching and learning. Smith (2001) asserts that modeling and participation in constructivist teaching and learning are key elements in the successful preparation of pre-service teachers.

THE ACTION RESEARCH STUDY: REFLECTIVE PRACTICE AND TEACHER EDUCATOR AS LEARNER

Since this co-teaching experience was part of the doctoral student's internship, we needed to decide upon a final project - something that would and show evidence of what had been gained from this experience. Throughout the 15-week semester we frequently talked about how nice it was to meld our previous teaching experiences – the doctoral student coming from an elementary background and the teacher educator from a secondary background. In those discussions we also realized that the content of the course was based mostly on secondary education. Therefore, we agreed that the doctoral student would re-design the advanced methods course for the following semester, adding concepts and perspectives from elementary education, and the professor would teach the course accordingly. Re-designing the course meant selecting texts and creating course content, assessments, and rubrics. The primary differences in the design of the course were (a) the inclusion of spiraling, i.e., recursive versus linear curriculum; and b) increased emphasis on elementary foreign/second language teaching (doctoral student) versus secondary foreign/second language teaching (teacher educator) backgrounds.

Based on the two goals of the study, to investigate the effects of self-reflection on the teacher educator as learner; and to examine the results of

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teaching the same or similar material in multiple ways and how such variation has an impact on different learners, the teacher educator asked the following questions:

1. How did my teaching and research allow me to reflect on and inform my pedagogy?
2. What worked for me in this new course design as I continued to prepare teachers?
3. What decisions did I have to make?
4. What was my thinking process?

REDESIGNED COURSE

In the spring 2001 semester the doctoral student redesigned the advanced methods of teaching foreign/second languages in PK-12 schools course (See Appendix B) based on the following key concepts:

1. ***Language learning is not limited by age***

As the doctoral student set out to design the course, several assumptions were evident, reflecting her professional experiences as an elementary teacher in content-based language learning programs:

A. Learning takes place best when information is spiraled as continuous strands revisited throughout various themes not when topics are isolated, taught, assessed, and discarded.

B. Active participation and hands-on experience enhance learning. One part of this course is field-experience at both the K-6 and 7-12 levels. The teachers observe and teach in actual classrooms for language learners. In addition the prospective teachers are required to do teaching simulations in class that demonstrate the application of key course objectives.

C. Students learn from each other as well as from the instruction delivered by the teacher.

When the professor and the doctoral student co-taught the course the previous semester, the doctoral student seized a learning opportunity that afforded her the experience of working side-by-side with twenty-five year veteran professor.

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When the professor agreed to teach the course as redesigned by the doctoral student, she, too, embraced a new learning experience. Throughout the semester, the professor wrote weekly electronic journals, sent e-mail messages to the doctoral student, reflected on the challenges, successes, failures, surprises, concerns, and questions that she (the professor) and the students had about the course. One journal entry read:

> *The group is very anxious to talk and share their ideas/views/experiences. Getting them to share is quite easy and yet they are receptive to new information. (Journal entry, week #1)*

As an assignment I had asked them to do their own case study in which they identified a student with a behavior difficulty and then explore different ways to resolve this issues. The four in-service teachers picked actual students and the one pre-service teacher selected a student whom she actually taught during one of her subbing days. They came up with very interesting stories to recount and had very practical and meaningful solutions. Again, the sharing was rich and they 'fed off each other' and seemed to really appreciate the input from their colleagues." (Journal entry, week #11)

2. Key concepts in language learning and teaching must be integrated throughout all aspects of the course.

The curricular foundation of the course is based on four themes:

i. Effective language learning is contextualized or content-based

ii. Research and theory as they relate to practice form the basis of teaching, learning, and assessment

iii. Integrating technology can play an important role in enhancing language teaching and learning

IV. Teachers addressing the needs of diverse learners is essential to student success

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These themes are reflected in the current literature on foreign/second language education. However, they also illustrate the current reality of teaching in today's schools besieged by a paucity of teachers, populated with culturally, linguistically, and cognitively diverse students, teachers trying to keep up with the rapid pace of a global information highway.

The course key concepts were integrated throughout each of the course sub-units, creating a spiraling course curriculum. This allowed the teachers to examine the application of key concepts to varying aspects of teaching and learning from differing perspectives. For example, the use of technology throughout language learning and teaching is a key course concept. Instead of having a sub-unit on how to use technology in the language-learning classroom, the use of technology is examined throughout the study of planning, instruction and assessment. Addressing the needs of diverse learners, another key course concept, also is examined throughout the course through the lenses of planning, instruction, and assessment.

3. ***Teachers should become life-long learners who take ownership for their own continual intellectual and professional growth.***

This course included two elements that encourage the development of ownership of continual learning in its teachers. Throughout the semester the teachers complete a graphic organizer called a KWL chart. In the chart, teachers record what they know about each theme (in the column labeled "K") and what they want to know about each theme (in the column labeled "W") prior to the study of the theme. At the end of the study of a theme, teachers completed the column labeled "L" by recording what they learned during the study of that theme. Post-course discussions with the teachers revealed multiple benefits of using this graphic organizer. Many teachers remarked how their notations in the "W" column helped them to organize questions prior to reading course materials or engaging in class discussions and activities. The teachers came to class with questions relevant to their professional development and eager to engage their professor and classmates. In addition, the "L" column allowed many of the teachers to do

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intermittent summaries of what they learned throughout the course. This helped the teachers avoid feeling overwhelmed with information and gave them a structure of regularly reflecting on what they were gaining from the course.

Another element of the course that promoted ownership of professional and intellectual development was the teachers' action research projects. I noted in my journal:

> *With the size of the class remaining at 5, and 4 students are in-service teachers, it has afforded the opportunity to allow teachers to engage in either inquiry or action research projects as part of their field experience. I introduced the project this week and asked each of them to identify a puzzlement that they would like to investigate. (Journal entry, week # 2)*

IMPLEMENTATION CHALLENGES

The course married the instructional framework of an elementary teacher practiced in the area of teaching language through content with that of a secondary teacher experienced in teaching multiple languages and in training teachers. The implementation of a course designed by the doctoral student was not without its challenges and revisions.

ANALYSIS

Throughout the 15-week long semester the teacher educator wrote and reflected in her weekly journals, always being mindful of how her teaching and research informed her pedagogy. The reflective journals were free-flowing discourse and did not include rubrics that measured responses. The doctoral candidate would respond or react to the professor's weekly journal entries. At the end of the semester, several findings were identified.

The first finding dealt with teacher educators as learners who construct knowledge as meaning similar to teachers as learners. The teacher educator as researcher and role model encouraged teachers to put theories they had learned into practice in their classrooms. Effective practice is linked to inquiry, reflection, and continuous professional growth.

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The second finding was that the spiraling course content required the teacher educator to be a risk-taker. The advanced methods course was redesigned with a spiral approach, requiring the teacher educator to self-analyze and critically reflect on her preferred teaching style. Reflective practice was a beneficial process in further enhancing professional development for the teacher educator. Other specific benefits noted in current literature include the validation of a teacher's ideals, beneficial challenges to tradition, the recognition of teaching as artistry, and respect for diversity in applying theory to classroom practice (Ferraro, 2000).

TEACHER EDUCATOR'S QUESTIONS ANSWERED

1. *How did my teaching and research allow me to reflect and inform my pedagogy?*

I rediscovered that change is multidimensional and involves skills, practice, and theory. Change must be of value to be meaningful. I had to routinely enact theories of teaching and learning within the contexts of my classroom. I wrote:

> *The students are anxious to share their progress on the KWL charts with me. It suddenly occurred to me the one adjustment I may want to consider is to have students send me the "W" – what I want to know – before we start each of them. That way I can tailor my planning to accommodate (where possible) those foci. (Journal entry, week 3)*

2. *What worked for me in this new course design as I continue to prepare teachers?*

I continued to Practice reflective inquiry. This better enabled me to build understanding by writing about what is learned. Ultimately, this provided linking understanding with classroom practice. I wrote:

> *For the most part I'm satisfied with the flow of the class and I feel that the students are benefiting. I'm not entirely sure that I'm 'spiraling' the knowledge base though. That continues to be a concern for me. I worry that what I may consider 'recycling' may be considered redundant (over kill) by the students. So we'll see. Week # 11.*

3. *What decisions did I have to make?*

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I was willing to question my own assumptions so as to uncover what I know and believe and why I teach the way I do. I had to acknowledge who my students were, where they come from and what they needed to know. In my self-reflections, I was able to ask the broader questions of not just whether my practices work, but for whom, in what ways, and why.

4. *What was my thinking process?"*

My thinking process involved being a risk-taker and stepping outside of my comfort zone to move from being a traditional behaviorist to a constructivist. As I journaled, I frequently commented on my concern about the recursive curricula. In the end though, the teachers were quite pleased with the course content and delivery and this was demonstrated in both the mid-semester and final course evaluations. My journal entry read:

> *I wrestle with the 'spiral' approach to going back and recycling topics/themes previously covered, i.e., treating them as though they were new. I'm resisting this for some reason, but I'm trying to follow the course outline. (Journal entry, week 7)*

The primary goal of the study was to investigate the effects of self-reflection on the teacher educator as learner. She discovered that she is a reflective decision maker who enjoyed investigating the teacher as learner process. A rediscovery for her was learning is a construction and teaching is a facilitating process that both enhance and enrich development.

In addition to reviewing the weekly journals compiled throughout the semester, the teacher educator completed an end-of-course self-evaluation (See Appendix C). The results indicated that the teacher educator continued to be reflective about her practice, allowing for asking the broader questions, and willingness to challenge herself to a more constructivist design of teaching the course.

CONCLUSION

Teacher learning is clearly a reflective process, and, therefore, teacher education must provide opportunities for teacher learners to engage in honest,

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open, deliberative reflection and critical inquiry into their own experiences and their own teaching practices (Johnson, 2002). The redesign and delivery of a graduate methods course on teaching foreign/second languages in PK-12 schools resulted in increased learning and development for the doctoral student, the teacher educator, and the students alike. The doctoral student who redesigned the course benefited from the experience of designing a graduate level teacher preparation course under the watchful care of an experience teacher educator. In addition, the professor then implemented the course. This allowed the doctoral student to see her course through eyes well beyond her current position, the eyes of an accomplished teacher educator. The students enrolled in the course received the best of both worlds, the perspectives of an elementary and a secondary language teacher, the ideas of a novice and seasoned teacher educator, and the fruit of a mutually beneficial professional collaboration. The teacher educator is a reflective decision maker who enjoyed investigating the teacher/learner process. She rediscovered learning as construction and teaching as a facilitating process to enhance and enrich professional development.

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APPENDIX A Original Syllabus

Original Syllabus for EDCI 684

Course Description: This course is designed to blend theoretical knowledge and practical application in an interactive format that will give both pre-service and in-service teachers the background information and tools needed to improve classroom teaching. Advanced study of second language pedagogy and teaching trends will be stressed. Topics will include emphasis on integrating the ACTFL Standards, use of multimedia and other computer assisted language learning strategies, teaching diverse student populations, effective use of block scheduling, alternative forms of assessment, use of portfolios, textbook evaluation, and multiple learner styles. Teaching strategies used are interactive, lecture with discussion, small group, video, and student-generated.

Course Objectives: Students completing EDCI 684 will be able to...

- Develop a personal/professional rationale for teaching another language.
- Demonstrate ability to use a wide array of teaching methods.

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- Design creative and effective units that utilize a block scheduling format.
- Construct an evaluative rubric after reviewing and analyzing textbooks for content, purpose, and usefulness.
- Create multiple forms of assessment, to include portfolio.
- Examine and evaluate recent developments in new technologies that are applicable to foreign language instruction.
- Practice creating interactive learning strategies for implementing the ACTFL Standards.
- Construct a pedagogical framework to establish a clear connection among teaching, learning, and assessment.

COURSE SCHEDULE

THEME A: CURRENT TEACHING TRENDS IN TODAY'S FOREIGN LANGUAGE CLASSROOM

Week 1: A. Organizing Content and Planning for Interactive, Content-Based, Contextualized Language Instruction. B. Making Block Scheduling Work! C. Incorporating the National Standards. D. Review of Second Language Acquisition

Week 2. A. Review of "Methods and Approaches in Language Teaching." A look at current trends/methodology/pedagogy in today's foreign language classroom. B. Effective planning: strategies, grouping, games, interactive activities, cooperative learning. C. Making Block Scheduling work! D. Integrating culture and authentic realia.

Week 3. A. Empowering the learner. B. Grading and its implications - records and reports of performance. C. Guidelines for grading students. D. Guidelines for communicating with parents. E. Parent/teacher conferences.

THEME B: STANDARDS IN FOREIGN LANGUAGE LEARNING

Week 4. A. Standards for Foreign Language Learning: Preparing for the 21st Century. The Five C's of Foreign Language Education: Communication, Cultures, Connections, Comparisons, Communities

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THEME C: ADDRESSING THE NEEDS OF DIVERSE LEARNERS

Week 5. A. Special Needs learners. B. Gifted and talented learners. C. Accommodating native speakers. D. Inclusion learners. E. Learner styles F. Exploring Cultural differences/Teaching for Cultural Understanding

Week 6. Effective Planning Strategies for Diverse Learners

THEME D CREATING AND UTLIZING ALTERNATIVE FORMS OF ASSESSMENT

Week 7. A. Trends and implications. B. Multidimensional Assessment. C. Developing Assessment. PALS. Performance-based assessment. Moving beyond the text. Using technology. Student Self-Assessment. Authentic tasks and materials. Rubrics: Steps to Desigr

Week 8. A. Alternative Assessment Characteristics. Self-Assessment. Assessing Processes Products. Multi-sensory Assessment for Diverse Learners. Learner-centered Assessments.

THEME E: DEVELOPING A CRITICAL ANALYSIS OF TODAY'S FOREIGN LANGUAGE TEXTBOOKS

Weeks 10-11. A. Texts in use today. B. A Look Back to Formerly Used Textbooks. What's New and Under Consideration? What are the Trends? What is the Emphasis? C. Reflection of Methodology. Cultural diversity. Gender Equity. Multiple Learner's Needs Addressed. Special Needs Learners' Addressed. D. Use of technology and multimedia (video, CD Rom, Internet)

THEME F: EXAMINING, EVALUATING, AND INFUSING TECHNOLOGY INTO THE CURRICULUM

Week 12.. Technology preview

Weeks 13-14. A. Technologies in FL Instruction. B. Software and hardware. C. Use of Autl CD Roms.. D. The Internet. E. Key Pals. F. Web Sites.

APPENDIX B Re-designed Syllabus for EDCI 684

Course Description: This course is designed to equip pre-service and in-service teachers with tools needed to facilitate contextualized language learning. The tools include competency in theories of second language acquisition, integration of technology for

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enhanced language teaching and learning, and strategies for addressing the needs of diverse learners. Field experience, self-monitoring, and critical reflection are key aspects of the course that will be used to assist the course participants in integrating and implementing the content of this course into their own teaching in order to improve the instruction of language learners.

Course Objectives: As a result of this course, students will be able to:

- Engage in self-assessment by monitoring and reflecting upon his/her own learning through out this course
- Engage critically in the analysis of field-experience
- Plan and implement contextualized, standards-based classroom instruction that enhances language learning, addresses the needs of diverse learners, and integrates technology
- Analyze judiciously foreign language textbooks
- Articulate his/her rational for becoming a language teacher

COURSE SCHEDULE

Week 1. A. Introduction. B. Course overview. C. Review of Second Language Acquisition The

Week 2. A. National Standards B. Contextualized language learning

Week 3. A. Diverse learners. B. Technology enhanced language learning

Part 1 – PLANNING FOR THE LANGUAGE CLASSROOM

Week 4. National Standards and Block Scheduling

Week 5. Textbook Analysis

Week 6. Role of Technology and Needs of Diverse Learners

Week 7. Lesson Planning

Part 2 – INSTRUCTION IN THE LANGUAGE CLASSROOM

Week 8. Instructional Methods

Week 9. Role of Technology

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Week 10. Needs of Diverse Learners

Part 3 – ASSESSMENT IN THE LANGUAGE CLASSROOM

Week 11. Traditional Assessment and Alternative Assessment

Week 12. ACTFL Performance Standards

Week 13. Role of Technology and Needs of Diverse Learners

CONCLUSION

Week 14. A. The profession of language teaching. B. Professional journals and organizations

C. Professional relationships with parents

APPENDIX C Course Self Evaluation for Professor EDCI 684 – Spring 2001

"Advanced Methods of Teaching Foreign/Second Languages in PK-12 Schools"

Part I: Opportunity to Learn Course Objectives

To what extent did you have the opportunity to learn the following course objectives?

Please circle your response using the 4-point scale adjacent to each objective

0	Did not meet the course objective	1	To a slight extent
2	To a moderate extent	3.	To a great extent

Course Objectives
1.Engage in self-assessment by monitoring and reflecting upon your own learning throughout the cour
2.Engage critically in the analysis of field experience
3.Plan and implement contextualized, standards-based classroom instruction that enhances langu needs of diverse learners, and integrates technology
4.Analyze judiciously foreign language textbooks
5.Articulate your rationale for becoming a language teacher

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Part II: Assignments, Evaluation, Areas for Improvement

6. How might the course assignments be improved?

I'd like to devise a better strategy for reviewing the reading assignments.

7. What kind of formative evaluation have you used?

I use formal interviews, mid-semester evaluations, and occasional exit slips.

8. How have you used this? What did you do with this feedback?

I always go back and review this data as a means of informing any revisions to the course for the next semester.

9. How might this course be improved?

I would like to concentrate more on including information on FLES and immersion education.

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